

LATIN NOTES

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SIGHT TRANSLATION IN FOURTH YEAR

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Grouping by ability is a sound educational principle. Most of us have done it, in so far as numbers allowed. Where there are enough pupils to form an A, B, and C group, very good; otherwise, as in my own school where we have four classes in Vergil but distributed in two periods, we can have only an A and a B group. In this B (or B and C) class, we must confine ourselves to minimum essentials—about 4500 lines of Vergil—sufficient honestly to meet the requirements of the College Board; in the A class, we can enrich the curriculum by sight translation. Of course, later in the year we must do some sight translation in the poorer classes, but we can do far more and begin earlier in the A class.

In the class of higher ability, I believe in attempting sight translation right from the outset and some each day in a progressive way. Start only with five minutes out of a forty-five minute period; gradually extend this time, proportionately reducing the time given to required translation, until, a little past the middle of the year, you should be on a fifty-fifty basis. Towards the graduation period, I believe a good class should be able to read a forty-five line assigned lesson in about twenty minutes, thus leaving a major part of the period to sight translation. I believe this method—a little time for sight translation each day—is better than a whole day devoted to sight translation and the other days to required translation, when sometimes the prescribed work is finished before the close of the period, and then—that deadly review! So much for the time element.

Bright pupils like sight translation. They will quickly show their interest. Divide your sight practice into two kinds—oral and written. Otherwise, by giving too much oral, you may find yourself helping the individual more than you should, and you may suffer a keen disappointment in finding that your class has depended upon you too much and has not acquired a sort of "mechanics" of sight translation, a principle which is needed before the fluent translation will come. Therefore, intersperse your practice with written translations, giving a title to the lines to be translated. In this way you can correct your students' "mechanics" and encourage their resourcefulness in expression.

The sight translation should be taken from Books VII–XII and in such a way that a connected story will be unfolded before the students. I have prepared for my own teachers mimeographed lists of excerpts from these books for sight translation, with titles. At first glance, one might say the list is too ambitious, but, if one finds it so, he can select such excerpts as the one wherein the story of Turnus appears, or the Nisus and Euryalus episode, or the tale and exploits of Camilla, etc.

As to methods, we are now helped by the College Board. But this assistance is by no means sufficient.

In addition, we must have our pupils jot down words (either on the sides of the word list or in our own word list) such as we know will aid in future sight work; for example, the distinction between *confidere* and *diffidere*, etc.

We should encourage our pupils to make their own vocabulary lists—putting down words which they consider of importance, for even the mere writing of a word will serve to fix it in one's memory. Constructions are not hard in Vergil; the sentences are mainly paratactic. Therefore, an enlarged vocabulary with a certain amount of imagination should produce a good student in this last year of preparatory school.

Perhaps we can best sum up these remarks by saying that sight translation may be helped by:

1. Reading as much as possible
2. Derivative Latin work
3. Study of English derivation
4. A certain amount of actual memorizing of refractory words

Passages from Books VII–XII of the Aeneid, which the writer has found well adapted to his purpose:

BOOK VII—War is declared between the Trojans, and the Rutulians led by Turnus.

Lines 25–36, They enter the Tiber.
" 45–58, Lavinia, daughter of King Latinus, is sought by Turnus.
" 92–106, But Latinus is warned that she should be the bride of a foreign prince.
" 148–169, An embassy is sent by Trojans to Latinus.
" 192–204, It is received kindly by Latinus.
" 212–221, Ilioneus, a Trojan, responds.
" 259–277, Latinus requests Aeneas' acquaintance.
" 445–469, Juno still pursues the Trojans and by means of the Fury, Allecto, tries to stir up enmity between the Trojans and their neighbors.
" 475–504, This is brought about by Ascanius' shooting of a tame stag.
" 540–560, Juno is successful.
" 782–817, Description of Turnus and Camilla.

BOOK VIII—Preparation for war.

Lines 1–14, Leaders gather their forces.
" 18–56, The Tiber appears to Aeneas and tells him to seek aid of King Evander.
" 66–80, Aeneas prays to Tiber.
" 102–125, Aeneas visits Evander.
" 152–174, Evander recognizes Aeneas.
" 184–221, Story of Hercules and Cacus.
" 306–327, Evander kindly receives Aeneas.
" 369–406, Venus begs arms for Aeneas from her husband, Vulcan.

Lines 520-540, Aeneas accepts Pallas, son of Evander, as ally.
 " 554-593, Evander's farewell to his son.
 " 608-625, Venus brings to her son armor forged by Vulcan.

BOOK IX—War with Turnus.

Lines 1-24, Iris, Juno's messenger, urges Turnus on.
 " 33-50, The Rutulians advance.
 " 67-76, They attack the ships.
 " 107-130, Ships are turned into nymphs and fire is extinguished.
 " 176-200, Story of Nisus and Euryalus.
 " 225-243, Continued.
 " 314-328, "
 " 367-394, "
 " 473-502, Mourning of Euryalus' mother.
 " 621-663, Feats of Ascanius.
 " 731-746, Feats of Turnus.
 " 778-880, Continued.

BOOK X—Fight continued.

Lines 1-15, Council of gods.
 " 96-117, Continued.
 " 118-162, Battle continues; Aeneas returns from his quest.
 " 215-237, His return aided by nymphs.
 " 287-314, His landing resisted.
 " 368-384, Pallas chides his men.
 " 439-510, Turnus fights and destroys Pallas.
 " 606-688, Turnus in danger befriended by Juno.
 " 802-832, Lausus killed by Aeneas.
 " 867-894, Mezentius killed by Aeneas.

BOOK XI—Continuation of war.

Lines 12-28, Aeneas encourages his men.
 " 29-48, He mourns for Pallas.
 " 59-80, Body of Pallas is borne home.
 " 139-155, His father receives the body.
 " 158-168, Continued.
 " 182-202, Burning of the dead.
 " 225-260, An embassy is sent to King Diomedes but is unsuccessful.
 " 296-322, Latinus proposes peace with Aeneas.
 " 336-418, Conflict between Drances and Turnus.
 " 445-458, Aeneas' battle line moves forward.
 " 473-497, Consternation among Latin women.
 " 498-514, Camilla offers her aid to Turnus.
 " 532-596, Story of Camilla.
 " 597-611, Contest of cavalry.
 " 648-831, Exploits and death of Camilla.
 " 896-915, Turnus, being informed of the disaster to the Rutuli, hastens back from Aeneas.

BOOK XII—Victory of Aeneas; death of Turnus.

Lines 1-28, Turnus offers to decide war by single combat with Aeneas.
 " 54-66, Plight of queen, who begs Turnus not to do so.
 " 107-133, Aeneas accepts.
 " 161-194, Treaty is made thereto.
 " 222-240, Juturna, sister of Turnus, breaks treaty, urged on by Juno.
 " 311-333, Aeneas is wounded by a secret arrow.
 " 446-457, But returns to field, and is avoided by Turnus.
 " 468-485, Conducted aside by Juturna.
 " 554-586, Aeneas advances his army to storm city.
 " 593-611, Amata, Latinus' queen, hangs herself.
 " 650-664, Turnus summoned for defense.
 " 697-714, Aeneas meets Turnus.
 " 746-757, Aeneas pursues Turnus.

Lines 829-842, Juno has appealed in vain to Jupiter on behalf of Turnus, but Jupiter consents to merge the peoples.
 " 867-886, Juturna forced to abandon her brother.
 " 887-905, Aeneas and Turnus struggle.
 " 926-952, Death of Turnus.

LATIN IN THE JUNIOR HIGH SCHOOL

The SERVICE BUREAU FOR CLASSICAL TEACHERS receives so many letters from correspondents on the subject of Latin in the Junior High School that it has seemed desirable to gather up the opinions of at least a few leading principals and teachers of Latin in both the Junior and the Senior High Schools as to the value of the work and ways in which it is carried on. Particular stress was attached in the questionnaire to the matter of correlation, and teachers were asked to express themselves freely on the last point, namely, "Does the pupil suffer in comparison with the one who has had his beginning work in the Senior High? If so, where, in your opinion, does the fault lie?" The writers were told that their names would not be attached to such comments as they might make. The editor feels, however, that the publication in the NOTES with all local allusions deleted cannot do any harm and may on the other hand be of some service to those who are thinking over the problems involved in starting Latin in the earlier years. Of course, in weighing the judgment of writers of these comments, one should know whether Latin was started in the seventh, eighth, or ninth grades, the character of the courses in both schools, and other details. Most important of all, he should be acquainted with the ideals of the Junior High School and the wide departure in procedure from the routine of the traditional Senior High. The significance of these factors is not always realized by those whose experience has been confined to the latter type of school.

EXPRESSIONS OF OPINION

"My own feeling is that the purposes of the Junior High school are such that a good bit of the time is devoted to work other than subject matter. Consequently the children have a broader outlook on life but less accurate information on fundamentals than was the case in the old days when they came into high school after a thorough review in the eighth grade. Second, the textbooks do not correlate in the two types of schools. The vocabulary, work in forms, and syntax in some Junior High School books make an interesting bit of work at the time but do not build a sufficiently solid foundation for the work the Senior High School teacher is supposed to do. Third, the courses of study are too heavy at present to permit students to do both the required amount of actual Latin and the supplementary work that should be characteristic of Junior High School work. Fourth, in many schools the Senior High School teachers are expecting information on the part of the children in which they have had no instruction and which is not included in the course of study as outlined for Junior High School teachers. A friend of mine who is teaching in a Junior High School said she sent her children to the Senior High School well-prepared as she thought and happy in their work. In two weeks her best students told her they were utterly discouraged. They had as a Senior High School teacher a very much older woman who expected them to know even subjunctives, although my friend said they were not in the course of study she had been told to follow. Finally, I think we have so many textbooks now with such lack of uniformity among them that teachers are facing serious problems. Don't you think too many people are unwilling to grant that three years of Latin at an early age should be equivalent to two years for more mature students?"

11-1-1932 "In the Junior High Schools of our city, Latin is begun usually in grade IX; and save in a few instances, the pupils are not adequately prepared to go on in grade X with the pupils who began their Latin in grade IX of the Senior High School. Either the pupils from the Junior High School flounder about, or the regular Senior High School pupils waste a lot of time while the others are catching up. This lack of preparation is due largely to the many interruptions of the work in the Junior High School, to the lack of drive on the part of the teachers, and to the lack of earnest, sustained effort on the part of the pupils, all encouraged, I believe, by the feeling that no one is held responsible for results. In only one school is Latin begun in grade VII and there not with good results. Spreading one year of Latin over three years is good neither for the pupil nor for Latin. Latin begun in grade VIII would be best; but our school system does not permit that."

"Our pupils who have four semesters in Junior High have difficulty in vocabulary, but they have so much more background work. To take care of this change of vocabulary, we are using Ullman and Henry instead of the Nutting reader the fourth semester. We really run two Latin courses: a four-semester course for those beginning in 8B, in which we introduce the work gradually and do much with outside work; then our two-semester course which is conducted like a regular Senior High class—assignments every night. Both courses merge into Latin III in Senior High School. We found that our people who had had Nutting lacked vocabulary or rather had a different vocabulary from that pursued by Ullman and Henry students; hence they were handicapped in the second book of Ullman and Henry. To offset that, we have tried using Ullman and Henry for the last semester with emphasis on vocabularies and constructions that were different from those given in Nutting. We aren't sure yet whether we have overcome the difficulty."

"I am now teaching this experiment class in the eighth grade. The pupils are beginning the subjunctive in as efficient a way as any ninth grade class has ever done. In a standard state test they had a median 10 higher than the ninth grade. They are enthusiastic, never seem bored, want to get it right at first if possible. They do a great deal of background work (stories of Troy and Aeneas), present little Latin plays (Lawler's), and have one day in the week of straight derivative work. One's very best teachers are needed in the seventh grade, for if the subject is not explained clearly, it becomes a perfect *mess*. The only problem is economical, namely, that of hiring an extra Latin teacher who has had enough experience to be efficient and who is willing to spend and be spent in the service."

"The pupil who begins his Latin in the eighth year has two great advantages: if he is incapable of language work his difficulty is located early and his endeavors steered into a different course; if capable of assimilating language work he becomes easily a ten per cent higher pupil in second, third, and fourth year, and this in *all subject matter*. We are now meeting in second year pupils who have begun Latin in eighth year and feel we can judge."

"My idea is that if the Junior High Latin were taught by skilled teachers, it might be worth while, but I have little faith in the play courses as given in many schools. In my freshman class now are two students who come with a smattering of play courses which seem more to confuse than help them."

"In general the Junior High Schools are a *bête noire* to the Senior High School teachers. This is not entirely the fault of the teachers in the Junior schools. When they work as they should, giving two years before our second year work, the pupils are noticeably,

though not a great deal, better than our own pupils after one year."

"The percentage of failures in second year work is rather smaller than when we had a four-year Senior High School course (we are now on a 6-3-3 basis), but some of the teachers feel that this is due to an unconscious lowering of standards. If the work really is poorer than formerly, it is due (with us) not to poorer teaching in the Junior High School, but to larger recitation divisions, shorter periods, less home study, etc."

"I think that the academic ideals of the Junior High School are as high as in the Senior High with the right kind of teacher. Unfortunately the teachers in Junior High Schools are often not up to standard."

"Yes, the pupil is younger. He does little home work in the Junior High School. He gets too much help from the teacher during supervised study and is not as independent as those who begin 9B in a Senior High School."

"The pupil is at an advantage when he enters Senior High. Latin I is taken much more slowly and thoroughly than when it is studied in the ninth or tenth year. Pupils in Latin IV who have had eighth grade Latin do better work than the others."

"We have found that he is able to do just as good work as the Senior High pupil, in some cases better."

"Simply a matter of maturity of mind. The students are rather young to appreciate Caesar, Cicero, and Vergil. Our scheme is ineffective also because it allows a student to read Caesar in the ninth grade, Cicero in the tenth, and Vergil in the eleventh. No Latin then in the twelfth grade, unless students repeat Vergil to keep in training for the College Board examinations. When Latin is begun in the seventh grade, the extra time should be allowed for more supplementary reading, assuring a better preparation than is now possible for reading Caesar in the tenth, Cicero in the eleventh, Vergil in the twelfth."

"Very much. (1) Our chief fault is the "sugar-coated" policy of trying to make the child *happy* instead of making him *work*. (2) Extra curricular activities of the Junior High Schools sap so much time and interest that the children cannot settle down to real study. (3) Very few people in the world are possessed of sufficient genius to teach a child how to study; practically all studying is done in school under the misnomer of "supervised study." (4) Poor teaching—poorly prepared teachers, teachers forced by conditions in the various schools to teach subjects for which they are not prepared or trained and in which they are not interested."

"The pupil most certainly does *not* suffer in comparison with those who begin the Latin in the Senior High. In our school we have pupils who begin Latin in the eighth grade and those who begin it in the ninth. I always feel better satisfied with what is accomplished when the study has been begun in the eighth grade. As you see, our pupils are able to save one semester of senior Latin. Our 9A Latin for those who have had eighth grade Latin is exactly the same as the 10B Latin of the Senior High."

"In two of the Intermediate schools the work is excellent, fully up to the old high-school standard. In the others, the work is fair. The fault lies, in my judgment, in the fact that the Latin teachers are not properly prepared, from the viewpoint both of scholarship and methods. In one school here there were three Latin teachers a year or two ago and no one of them was thoroughly equipped. The results were ghastly!"

"All objective tests show that Junior High pupils are superior to pupils who have begun their work in the Senior High, notwithstanding the practically

unanimous opinion of teachers in the Senior High to the contrary. The fallacious impression now existing is due largely to an unfortunate psychology resulting from a superiority complex."

"Our children are usually able to do the Senior High work and give evidence of a good thorough foundation, which is only natural, since they have had two years to do first year work."

"On the contrary. However, we only allow the better students to elect Latin in the eighth grade. It is taken as an extra study, and for the first semester, at least, there is almost no preparation required outside of class."

"This is an individual question — dependent upon capacity of child and quality of instructor."

"He does not suffer. It is really better for him to get started in Junior High."

"There are so many more distractions in Junior High that with no home work in the eighth grade we find that two years' work is needed."

The pioneers and leaders of the Junior High School movement proclaim their schools as a sort of intermediate stage in education for the exploration of the young person's tastes and aptitudes, while he is seeing all the kinds of occupations and careers for which he might possibly be suited. These educators, hence, insist that the Junior High School shall be a place where the pupil sees much, tries many sorts of things, and especially seeks out subjects in which he feels interested. They do not conceive of the Junior High School as a place where the student needs to cultivate habits of regularity in work or of conscientious application, holding that these meritorious qualities are not at all necessary at the ages of 11 to 14, and can be cultivated later.

Hence teachers of Latin in the Junior High School are reduced to expecting a minimum of work from their pupils and confronted with the certainty of having the subject dropped if it does not prove "interesting."

Under these circumstances it seems that the only course left to Senior High School teachers of Latin is: 1) to assume a cordial and welcoming attitude toward the Junior High School pupil, based on a sympathetic regard for our colleagues in the younger school and the conviction that they have done the very best that could be managed under the circumstances; and 2) to accept information about Roman life and customs in lieu of the solid and necessary equipment in connection with declensions and conjugations, trusting to our own judicious reviews to get the student to the point where he may begin to read and enjoy.

Any other attitude is simply murderous to the Latin cause. We destroy our own classes if the younger brothers and sisters of our pupils, still in the Junior High School, begin to tremble at what will happen to them when they go into Latin classes in the Senior High School; or if we drive our colleagues to say to their boys and girls, "What will they do to you when you are in the big high school next year?" On the attitude of the Senior High School teacher rests the future of Latin in our high schools, for Junior High School teachers must adapt themselves to the situation that confronts them. In every sense that situation also confronts us, for if we are not willing to build on what they can construct, we shall destroy the whole edifice.

LATIN NOTES has over 5,000 names on its subscription list.

MATERIAL FOR DISTRIBUTION

I. In Mimeographed Form

This material is lent to teachers upon payment of postage, or is sold for five cents per item unless otherwise indicated. The numbering is continued from the January issue of LATIN NOTES. Those who have not been taking the NOTES for the past four years should secure the list of material known as LEAFLETS I-II and III. These are sent out free of charge upon request.

301. Latin as a utility, by Albert Perkins, Dorchester School for Girls, Dorchester, Mass. Sent out as a loan but not for sale.
302. Latin tests for the eighth grade, by Juanita Downes, Cheltenham High School, Philadelphia, Pa.
303. Latin tests for the ninth grade, by Juanita Downes, Cheltenham High School, Philadelphia, Pa.
304. Methods of teaching vocabulary in first year Latin, by Mrs. E. P. Windman, Bridgeport, Ohio. Taken from CLASSICAL JOURNAL, November, 1927.
305. Written lesson to test the pupils' understanding of the background of the Catilinarian Orations, by Mason D. Gray, Rochester, New York.
306. A written lesson for a review of rhetorical figures in Vergil, by Elizabeth Simpson, Emma Willard School, Troy, New York.
307. A test on word order, by Elizabeth Simpson, Emma Willard School, Troy, New York.
308. Latin notebooks, by Helen L. King, East Brady, Pa.
309. Roumanian and Latin, by Casper J. Kraemer, Jr., Washington Square College, New York University, New York City.
310. Outline of a six-year Latin Course in Miss Spence's School, New York City. Contributed by Anne Brinckerhoff.
311. Two modern inventions anticipated. Quotations from Apuleius, contributed by Charles A. Messner, State Teachers College, Buffalo.
312. Course of study in Latin for the eighth and ninth grades. Taken from Pittsburgh High School Course of Study in Latin (1927), pp. 11-13.
313. A bibliography on the Junior High School movement. Taken from MANUAL FOR JUNIOR HIGH SCHOOLS, Bulletin 14, 1927. Department of Public Instruction, Harrisburg, Pa., pp. 21-24.
314. Contrast between socialized school work and formal school work. Taken from MANUAL FOR JUNIOR HIGH SCHOOLS, Bulletin 14, 1927. Department of Public Instruction, Harrisburg, Pa., pp. 93-94.

2. Latin Notes Supplement

XXXVI. A New Latin Course for the Junior High School, by Claire Thursby. Reprinted from the University High School Journal, January, 1928, University of California Press. Ten cents.

3. Bulletin

X. Costumes for Classical Plays—Some Suggestions for Teachers. Contributed by Viola Schmid, Instructor in Classics, Hunter College, New York. Richly illustrated. Price 20 cents.